



Leeds Arts University

Extended Diploma in Creative Practice:  
Art, Design and Communication

Course Handbook

2023-24

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## **DISCLAIMER**

This document (and those referred to within it) is prepared well in advance of your arrival. Every effort is made to ensure that the information is accurate at the time of publication. However, over time circumstances may change and we reserve the right to change or amend the information provided. The University does not accept any liability arising out of or in connection with any such changes.

This handbook should be read in conjunction with University's [Further Education Student Handbook](#).



# 1. STAFF



## FE Director (Extended Diploma in Creative Practice)

Katie Holmes

Email: [katie.holmes@leeds-art.ac.uk](mailto:katie.holmes@leeds-art.ac.uk)



## Deputy Course Leader

Lee Waller-Grayston

Email: [lee.waller-grayston@leeds-art.ac.uk](mailto:lee.waller-grayston@leeds-art.ac.uk)



## FE Director (Foundation Diploma in Art and Design)

Andy Grayston

Email: [andy.grayston@leeds-art.ac.uk](mailto:andy.grayston@leeds-art.ac.uk)

## Pathway Leaders



Andy Black  
(Fine Art & 3D)



Zoe Platt  
(Graphic Communication)



Amanda Williamson  
Fashion/Textiles

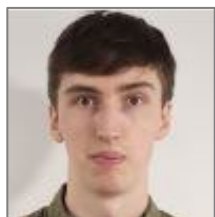


Heather Winder  
Fashion/Textiles

## Lecturers



Hannah Ackroyd



Jamie Avis



Laura Thompson

## Learning Support Team



Amanda Burns



To be confirmed



## Student Advice and Wellbeing



Josh Hart

## Student Administration



Marie Claire Callan



Neil Hedges



Anna Papera

All staff University email addresses take the format of [forename.surname@leeds-art.ac.uk](mailto:forename.surname@leeds-art.ac.uk).

Staff do not use Gmail accounts. You should email the account ending in **@leeds-art.ac.uk** (not @students.leeds-art.ac.uk).



## 2. YOUR COURSE

### Extended Diploma in Creative Practice structure

The course has been designed to provide you with the skills, knowledge and understanding necessary to help you to discover your strengths in a wide range of visual disciplines to pursue a specialist career in the creative industries. Individual creativity is strongly encouraged and we aim to increase your ability to solve problems and communicate effectively. After a diagnostic phase you will specialise in one of four pathways: Fashion/Textiles, Fine Art, Graphic Communication or 3D Design. You will develop the breadth of skills and knowledge to enable successful progression to higher education, an apprenticeship and/or employment.

At the end of the course, you will undertake a graded project that will give you your overall grade for the course, Pass, Merit or Distinction which equates to either 72, 120 and 168 UCAS tariff points for Pass, Merit and Distinction grades respectively.

All units (totalling 144 credits) must be passed to achieve the qualification.

The course is accredited by the University of the Arts London Awarding Body. A copy of the course specification can be found on [the University of the Arts London awarding body \(UAL\) website here](#).

### Year 1 structure overview

You will have an induction period in the first week, which is designed to introduce you to life at the University, help you settle in and meet staff and peers.

After induction you will start work on a series of studio projects that will develop your understanding of the underpinning visual, theory and research skills that are required across all art and design specialist areas. You'll explore different approaches and experiment with a range of media, techniques and processes to discover your individual strengths and interests which will help you decide which specialism to choose.

You'll finish the year by undertaking a final major project in your chosen specialism; either Fashion and Textiles, Graphic Communication, 3D Design or Fine Art.

The first year is split into 3 distinct stages:

<b>Stage 1 (September – November)</b>	<b>Stage 2 (November – February)</b>	<b>Stage 3 (February – June)</b>
<b>Unit 1:</b> The Creative Process	<b>Unit 2:</b> Developing Creative Practice	<b>Unit 3:</b> Responding to a Set Brief

### Year 1: Stage One (Unit 1): The Creative Process (September to November)

In this unit, you will develop an in-depth understanding of the creative process as a creative tool used and adapted by professionals across a full spectrum of creative practices. You will explore the stages of the creative process through a practical learning journey where you will apply your knowledge of the creative process to generate ideas for creative pursuit.

## **Year 1: Stage Two (Unit 2): Developing Creative Practice (November – February)**

This unit requires you to gain knowledge of a range of 2D, 3D and 4D creative practices and explore and use materials, methods, techniques and processes in a safe and professional manner. You will then apply this learning to your own developing creative practice and enable you to refine their vocational ambitions.

Advice and guidance will be provided to help you make an informed decision and from the end of February for the remainder of the academic year you will work in your chosen specialist area. Specialist pathways allow you to develop portfolios in (but not limited to):

- **Three-dimensional design:** for example, ceramics, sculpture, exhibition design, design for theatre, television and film, interior design, product design, environmental design, architectural design, jewellery/body ornament and 3-dimensional digital design.
- **Fashion/textile design:** for example, fashion design, fashion textiles, fashion marketing, costume design, digital textiles, printed and/or dyed fabrics and materials, domestic textiles, wallpaper, interior design, constructed textiles, art textiles and installed textiles.
- **Fine art:** for example, drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation), photography, and performance art.
- **Graphic Communication:** for example, packaging design, design for print, illustration, concept art, animation, games art, games design, communication, graphics, branding, design for film and television, advertising and marketing, creative direction, art direction, photography, and image manipulation.

## **Year 1: Stage Three (Unit 3): Responding to a set Brief**

This unit requires you to draw on learning acquired during units 1 and 2 in the resolution of a creative problem outlined by a set brief. You will learn how to manage and fulfil the expectations of an exciting and industry relevant project brief. You will be required to propose, plan, experiment, explore, develop, produce and present an original solution in response to the brief.

Contextual studies will be taught throughout the course and will support your practical studio work.

Year 1 is also supported by an enrichment programme that will help broaden your understanding and experience of the creative sector.

## **Year 2 structure overview**

You'll deepen your knowledge and experience of the specialist discipline you've chosen to work in and prepare for degree-level study by becoming increasingly independent. You'll develop your portfolio for higher education applications and interviews. You'll finish the year by undertaking a final major project which will be exhibited in the end of year show.

Throughout, you'll learn about the historical, contemporary and cultural contexts of art and design, and study the work of other artists, designers and crafts people. You will have opportunities for trips to relevant exhibitions, and chances to take part in live or simulated live briefs, as well as entering regional and national competitions.

Your overall grade for the course will be awarded based on the grade you achieve for Unit 6.

At the same time, you will be supported to prepare for progression. You will be asked to consider your future progression goals and to research potential progression option such as jobs, apprenticeships and higher education courses.



You will be continuously working towards developing your individual portfolio of work.

<b>Stage 1 (September – November)</b>	<b>Stage 2 (November - February)</b>	<b>Stage 3 (February – June)</b>
<b>Unit 4</b> Researching a Specialist Industry Practice	<b>Unit 5</b> Specialist Technical Skills Development	<b>Unit 6</b> Specialist Creative Outcome

The second year is split into three distinct stages:

### **Year 2: Stage One (Unit 4): Researching a Specialist Industry Practice**

In this unit you are required to dive into the creative industries, identifying the sectors and specific roles that ignite your vocational ambitions. You are required to explore how the creative process is adapted and used by existing practitioners within your chosen field, cementing your learning through the application of specialist practice theory and practical activities. This unit offers you the chance to clarify and define your creative career intentions and focus your future development and progression routes.

### **Year 2: Stage Two - Unit 5: Specialist Technical Skills Development**

This unit allows you the opportunity to fully interrogate the materials, processes, safety measures and technical skills associated within a specialist practice. You will use these skills to investigate and identify creative solutions to problems and produce specialist outcomes that reference personal and contextual influences. You will also gain a developed understanding of ethical design principles – principles essential for progression into your chosen specialist industry.

During this brief you will undertake a live/simulated live brief and the Extended Diploma is supported by a rich mix of visiting professionals. The course also has good links to higher education courses and staff, which all contribute to helping you understand the progression routes available to you after the course. If you do choose to apply to university, you will submit your UCAS application by the January deadline. You will be guided through the interview preparation process and will attend a mock interview tailored to your progression goal (higher education, Foundation Diploma, apprenticeship or employment).

Further information about how we support your progression through the course can be found in Section 7 of the handbook.

### **Year 2: Stage Three (Unit 6): Specialist Creative Outcome**

This synoptic unit requires you to draw on learning from across the entire qualification to propose, plan and fully realise a self-directed, individualised, specialist practice project. You will be required to identify and propose a thematic enquiry, evidencing a clear grounding in a selected specialist practice and knowledge of a specified audience or consumer. You will apply the materials, methods, techniques and processes associated to their specialist practice and develop industry relevant outcomes that support progression towards a career in the creative industries.

This unit provides you with the opportunity to take responsibility for your own learning through a self-written and directed art and design project. The project you write will need to integrate contextual referencing, research, problem solving, planning, practical skills as well as evaluation, reflection, and presentational skills. This project is originated, written, researched, managed, developed and realised independently and as a result the teaching team will support you through

constructive critiques and tutorials. You will be given detailed guidance as to how to meet the assessment criteria.

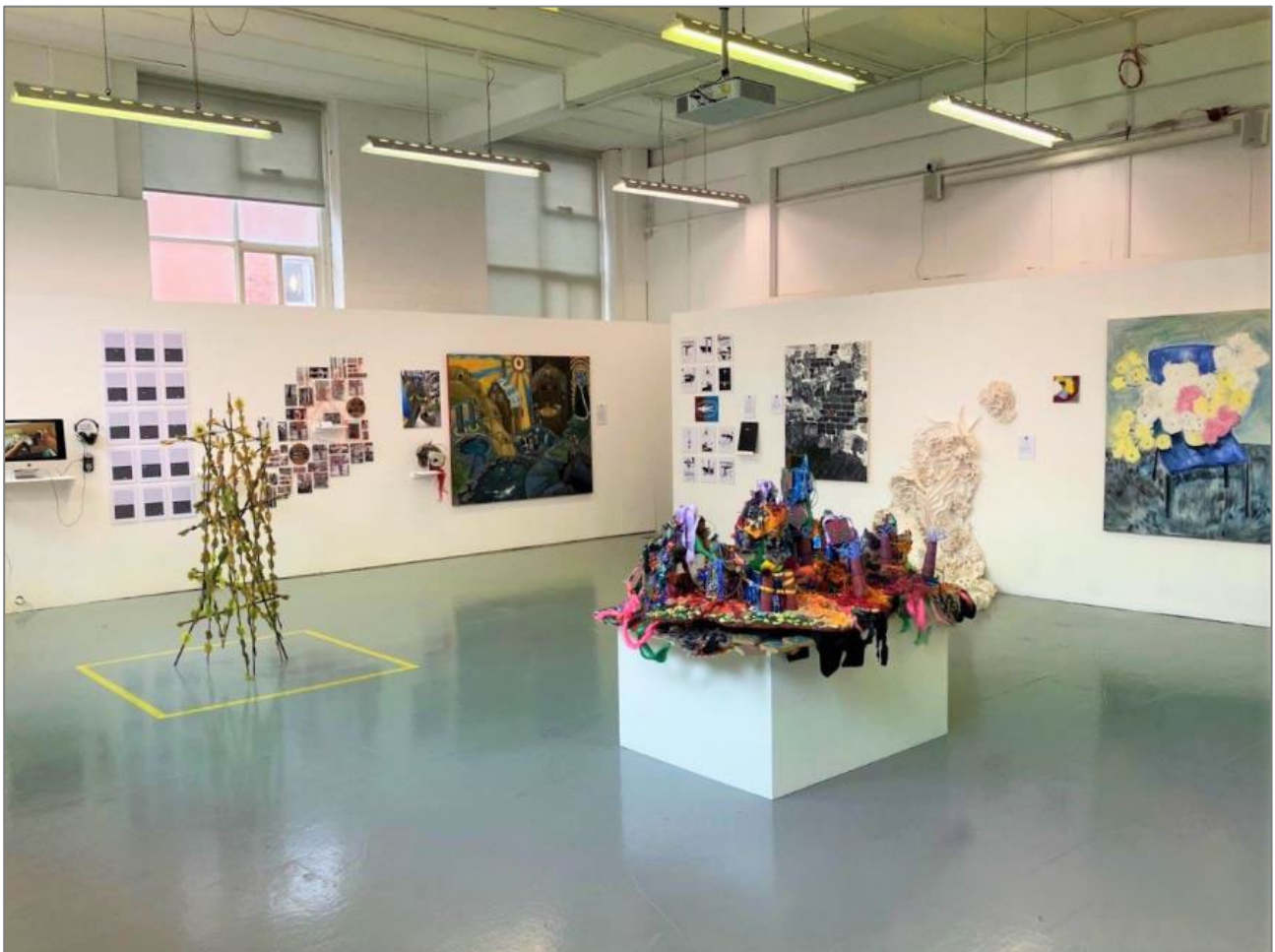
The negotiated project should reflect your specialism, as well as being achievable within the time constraints identified by the awarding body and the resources available to you. You will be asked to write a 'Project Proposal' to clarify your work, which is submitted for assessment alongside your practical work.

This project is very important, not just because your grade for the year is based on it, but because your ability to think independently, and your capacity to research, negotiate, originate, develop, analyse and realise your ambitions are an integral part of the methodology of many higher education programmes in art and design, as well as in professional practice.

The work completed will be subject to team assessment, Internal and External Moderation. See section 6 for details on assessment.

### **End of year show**

There is an exhibition of student work at the end of the year. The presentation of your final major project (FMP) work will form the basis of the end of year show. The end of year show is an opportunity to show the public and celebrate with the rest of the University what you have achieved. It is also a chance for prospective students to see the type of work produced on the course. Preparing for the end of year show helps you to develop a range of wider skills such as time management, collaboration and presentation skills whilst engaging with different audiences.



## 3. LEARNING AND TEACHING

### Learning and teaching strategies

All teaching and learning on the course is designed to support you to achieve the learning outcomes for the course. It also provides opportunities to develop key employability skills such as communication, comprehension and presentation skills.

Teaching Strategies include:

#### Formal group teaching

This is where a member of the teaching team or a specialist-visiting lecturer is delivering to a group of students. This might be in workgroups, tutorial groups or seminar groups brought together with a particular purpose in mind. These sessions will engage the student in discussion and activities that are designed to progress your practice.

#### One-to-one teaching

Much of art and design is taught on a one-to-one basis. During these times staff discuss your work with you in the studio through which appropriate actions are agreed.

#### Peer support

This is seen as an important element of a student's learning and is developed gradually through the course through group critiques and seminars. Objectivity and the need for an open and supportive attitude is vital for peer support to be constructive in helping to develop ideas, as it will form an important element of your critical support system in later years.

#### Technical support

Students are scheduled for technical workshops throughout the year to support the development of a broad and useful technical base from which to develop ideas. Workshop managers have ultimate responsibility for the safe and efficient working of the technical facilities and taught workshops are designed to ensure safe and proper use.

#### Academic research

Libraries play a very important role in broadening your understanding of art and design practices and supporting projects. The team of library staff will support you in advising on research methods and helping you locate research material across a range of subjects relating to your developing practice. You are also encouraged to use the Henry Moore and University of Leeds Libraries.

### Learning and teaching methods

#### Lectures

Where a member of staff or a visiting professional delivers a lecture on a particular subject to between 24 and 100 students. Lectures are usually supported with visual material in the form of PowerPoint, film, or still imagery.

#### Group critiques (crits)

Groups of students are timetabled to meet with a member of the teaching team to discuss their work. At these meetings students can be selected to have their work discussed or all students will be asked to present.

Crits provide an informal yet significant deadline within a project, encourage reflection upon and evaluation of work to date and discussion of that work in a group environment. Group critiques commence as students are developing in their independence. We aim to encourage a

collaborative, discursive ethos in the studio environment, which the group crits help to foster by encouraging student-led dialogue and the sharing of peer knowledge.

The critiques are tiered in relation to the different stages of the course, with staff input reducing as the critiques progress and the students taking ownership of the group situation. Students are given preparatory guidance, stating what they need to prepare in advance and what to bring to the session. Additional guidance will provide prompts for reference to encourage discussion and to prompt appropriate note-taking.

### **Seminars**

These are formal taught sessions with a member of staff and a group of students. Students may be given a topic in advance or during the session around which a discussion is held. As with all group sessions these require active participation and support the development of presentation and discussion skills.

### **Presentations**

These are formal taught sessions with a member of staff and a group of students. Students are asked to prepare work in advance to present to the rest of the group. As with all group sessions these require active participation and support the development of presentation and discussion skills.

### **Pecha Kucha presentations**

Pecha Kucha is a presentation requiring the speaker to present 20 slides with 20 seconds for each slide; it is also known as 20x20. Students get less than 7 minutes to deliver their presentation and for this reason slides tend to be much more visual. Guidance notes on how to construct the presentation and a formatted PowerPoint template will be provided prior to scheduled presentations.

### **Independent learning**

A very important element of any course of study is a student's ability to self-motivate and actively engage in the subject they are studying beyond that which is set by the teaching team. Personal initiative and engagement in the subject will help you to work independently and to develop your ideas supported by one-to-one teaching and group teaching.

### **Peer learning**

This happens in formal group teaching situations on a day-to-day basis in the studio where students observe and exchange ideas and opinions with one another. It is a vital component of student learning.

### **Demonstration**

This usually happens when specific equipment and methods are shown to students in order that they are worked with safely and appropriately. Most demonstrations happen in the workshop environment and are run by technical staff, but some small hand-held equipment is demonstrated in the studios by your tutors.

### **Briefings**

These are usually held at the beginning of each session but may occur at different stages throughout the day. Briefings are usually verbal and are supported with written material in the form of project briefs and support material hand-outs. Briefings are designed to help students understand and find 'in-roads' to new projects and offer the opportunity to ask questions relating to the project.

## **Project briefs**

These are handed out at briefings and are designed to support you in identifying, isolating and building solutions to the problem set. Project briefs not only state the problem, but also contain vital support information regarding research, deadlines, who is teaching you, what you are expected to learn and what you are assessed against. Project briefs will differ in their duration and will address specific assessment criteria across the units.

As the course progresses you will be asked to write your own project brief, defining your own outcomes, which reflect your particular area of interest. The design and writing of these 'independent project briefs,' is supported through tutorials.

## **Tutorial groups**

Each tutorial group is assigned a tutor with whom you will work closely during the formative weeks of the course. Tutorials will be programmed on a one-to-one basis and or in groups. These are important meetings where you will be able to discuss your progress and any issues arising from the projects set. Group tutorials are an opportunity for you to have a constructive exchange of ideas with your colleagues and often help students to expand their understanding of the work being completed, stimulating practical and theoretical research. They also support you in developing your presentation skills ready for future critiques and interviews. You will receive a minimum of three formal tutorials per year.

## **Tutorials**

Tutorials are scheduled at strategic points throughout the course and are meetings between you and a tutor. These are very important points of contact and are designed to pinpoint specific issues relating to your work. Tutorials should be a constructive and worthwhile experience for both parties as it is important for you and your tutor to form an understanding of each other. Each student will have:

- **Programmed tutorials**

From a tutor specifically allocated to monitor your progress and welfare throughout the course. Written records will be kept at each meeting which are kept online and shared with you through the online Individual Learning Plan (ILP).

- **Impromptu tutorials**

These are arranged where and when appropriate to discuss and support students who have specific needs at particular points in the course. These meetings are over and above the programmed tutorials and can be initiated by the student or tutor.

Your responsibilities:

- To attend at the agreed time
- To be an active participant in the discussion
- To prepare yourself in advance with questions or elements you want guidance on
- To agree an action plan and act on it
- To offer feedback to tutors on the course and projects
- To inform the tutor of non-attendance (in advance where possible) and attend a meeting at an alternative time.



Tutor responsibilities:

- To encourage students to evaluate their learning and progress
- To encourage and support self-directed learning
- To help students to identify how to develop and outline future projects and areas of work
- To provide a written summary of students' progress at strategic points in the course and or where deemed appropriate if additional support is required. All written information is duplicated and after formal tutorials a copy is shared with the student online through the Individual Learning Plan (ILP).

### **Feedback on your progress**

Your progress is monitored throughout the course in different ways. During tutorials issues relating to your progress are discussed and recorded on the Individual Learning Plan (ILP). Your progress is formally assessed at the programmed assessment points during the year. At these assessments, you will be given verbal and written feedback, which will relate specifically to your performance in relation to the assessment criteria.

### **Access to staff**

Staff are in the University from 8.30am to 4.30pm and are generally on hand to discuss any issues you might have relating to academic work. The best way to contact your tutor is through email and their email addresses are available on eStudio. Please note, staff do not use Gmail accounts. You must email the account ending in @leeds-art.ac.uk not @students.leeds-art.ac.uk.

### **Resources / workshops**

As a student at the University you will have appropriate access to excellent resources and where relevant to your projects you can use these to broaden your technical skills base, support the development of ideas and gain understanding of processes artists and designers use. You will be introduced to the workshop areas as you progress through the course. Each student is introduced to the health and safety considerations relating to each workshop and no student can work in any resource area without undertaking an initial health and safety induction. Once inducted you will need to plan your access to the area in line with the individual workshop's procedures.

During the specialist pathways you will undertake additional workshops to support the development of your work in the direction of your chosen pathway. These are designed and delivered by academic and technical staff at strategic points in the course.

As the course progresses and your pattern of work becomes more independent, you will be negotiating and managing time in the workshop facilities to best support the development of your ideas.

Throughout the year students will be technically supported on a group and one-to-one basis, as appropriate.

Depending on the curriculum need students have access to the computer resource area; printmaking; wood, metal and plaster, photography including film equipment, and the library. [Click here to read more about the workshop resources](#) at Vernon and Rossington Street buildings.

## **Professional development**

This is an important element of all student learning and encompasses all the issues relating to how you present yourself as a creative practitioner to others. Your critical engagement with the wider creative community is developed through visits, reading and written work. Presentation and communication skills are developed through group work and are formally assessed at strategic points in the course. Additional academic support is available from the Learning Support team should you require it.

## **Creative attributes**

Alongside the development of your practical and theoretical skills, there are additional attributes that you will need to develop to help you succeed on the course and in your future career. These attributes are: agility, communication, connectivity, curiosity, enterprise, proactivity, resilience, self-efficacy and self-promotion. Full definitions of these attributes are outlined in your ILP. Each term, as you progress through the course, you will consider how you are developing in respect to these attributes.

## **Careers advice and guidance**

To support your progression plans and advise you about what you could do after you have completed the course, the Extended Diploma has an embedded programme of careers advice and guidance delivered by course staff and an external careers advice and guidance service.

The careers guidance programme is structured to address your different needs at specific times throughout the course.

Our external careers advice programme (known as The Opportunity Centre) comprises of a series of group sessions (e.g. Making the Most of Information, Advice and Guidance Support to Help you Achieve your Goals), individual appointments, and an 'Ask the adviser' email service.

As well as subject specific creative skills, you will also develop your CV writing skills, learn about the different application processes associated with progression in the creative sector and learn how to gain additional experience through engaging in competitions, live briefs and work shadowing opportunities.

Across both years of the course you will have the opportunity to gain a clear idea of progression routes and also develop your cultural capital by attending sessions with alumni, visiting professionals and participating in gallery visits and residential trips. Visiting professional sessions provide you with an insight into 'a day in the life of' artists and designers alongside the skills and attributes that are required to be successful in the creative sector. These sessions are intended to give you positive role models and empower you with the motivation and ambition to carve out a successful career in the creative sector.

Parents and/or guardians will be provided with progression information so that they are aware of potential career routes, what is being asked of you, key dates and how they may support the process.

Tutors will support you in your:

- Project planning
- Essay planning
- Project writing
- Oral presentations
- Research
- Time management
- Statement writing
- Grammar and spelling
- Referencing and bibliography
- Structuring and organising work



## 4. BEING A STUDENT ON THE COURSE

### Attendance and punctuality

We have an [Attendance Policy and Procedure](#) that outlines our commitment to providing a supportive learning environment that enables students to achieve their full potential. We have a duty to monitor attendance and to act on non-attendance so that students can be supported to complete their course of study.

The Extended Diploma is a full-time course and requires attendance and participation on the days specified on your timetable. Work or other commitments **must** be scheduled around these times.

Arriving in good time for the start of each session is essential as lateness causes delays and disruption to the teaching and learning environment for all those who arrived on time. Punctual students are not expected to wait for latecomers to arrive and settle. It is the tutor's responsibility to prioritise those students who were punctual and ready on time.

Tutors are not expected to repeat introductions or briefings for the benefit of late students as this disrupts the teaching and learning environment. Any student who arrives late is responsible for finding out what work they have missed.

As a student at the University, you are expected to:

- attend all timetabled sessions as required by the course. This includes lectures, group sessions, workshops, tutorials and mandatory educational visits;
- arrive on time for sessions. Late arrival causes disruption to other students and is disruptive to the tutor;
- let us know in advance if you know you are going to miss a session, e.g. attending a University open day or interview, by informing your tutor and/or emailing [festudentabsence@leeds-art.ac.uk](mailto:festudentabsence@leeds-art.ac.uk);
- report any unforeseen absence due to illness or other reason to the University by 9.30am on the first and every subsequent day of absence, by emailing [festudentabsence@leeds-art.ac.uk](mailto:festudentabsence@leeds-art.ac.uk);
- avoid taking holiday during term time or making appointments during timetabled hours wherever possible;
- keep in regular contact with us in cases of ongoing absence and, wherever possible, provide evidence to support your absence (e.g. medical notes);
- catch up on any work missed due to absence or late arrival to a session.

### Leave of absence

At points through the course students may need to work off site, visit exhibitions or attend open days and/or interviews for degree courses. In such instances leave must be approved by your tutor prior to you taking the time off to ensure your absence is correctly recorded on the register. Doctor's appointments and other personal appointments should be scheduled outside of course timetabled hours.



## **Assessment deadlines**

Meeting deadlines and the planning and time management that goes into your work to achieve this is an essential part of your professional understanding and development. Assessment deadlines are clearly identified on timetables and project briefs and no extensions will be allowed unless applied for and approved in advance of the deadline. If you are having difficulty meeting a submission deadline then you must contact your Course Tutor/Pathway Leader at the earliest opportunity. See Section 5 for further information about Assessment.

## **A creative working environment**

We provide an environment where learning and teaching will thrive. In order to achieve this, different elements come into play relating to the well-being of our creative community, these include that:

- sound systems are NOT permitted in the studios other than when using headphones and never during briefings.
- mobile phones must not be used for social purposes during taught sessions.
- students in possession of drugs on the premises will face disciplinary procedures.
- any student who is suspected of being under the influence of alcohol or drugs will be asked to leave the building.
- your own and others' work in the studio and workshops must be respected.

## **When expenses occur**

We advise students which basic art materials to purchase and where possible aim to provide you with as many as possible to help you complete your projects. The majority of materials you will use for assignments will be provided by us however there may be occasions when you will be required to purchase a few additional materials. We realise that for most students, money is short and we do not expect you to buy any really expensive materials.

The course is designed to enable you to gain an understanding of existing art and design practice through visits to exhibitions and other places of interest. We try to keep the cost of trips as low as possible.

If you are applying to higher education, you should be aware that you may need to pay for transport to visit university open days. You will need to budget your finances in order to buy and produce a portfolio to take to interviews that you may have. You will receive guidance for this from your personal tutor as the course progresses.

## **Help with course costs**

Funds are available to help students who are experiencing financial difficulties. The funds are available to help with the associated costs of learning, for example course materials or travel to and from University. Further information about the financial support available [can be found here on eStudio](#).

Please note, entitlement to funding in the first year of the course does not guarantee funding in subsequent years and all payments will be based on attendance and progression on the course. Students are expected to attend all timetabled classes and payment of support funds may be stopped if attendance drops below 90%.



## How you can help us

The currency of the course and its future development is in part reliant on your input and feedback to staff about your experiences, work, course structure etc. Feedback can happen through your Student Representative at meetings with the course team, questionnaires (end of unit evaluations, termly questionnaires), but most importantly through talking directly to staff as any issues arise.



## 5. ASSESSMENT

### Understanding assessment

After you have read this section, you should have an understanding of:

- the purpose of assessment
- when and how assessment takes place
- how you can ensure that you provide evidence of all the progress you are making
- how you will be assessed and graded
- what you can do if you are unhappy about the way you have been assessed
- individual unit learning outcomes and grading criteria.

### Aims of assessment

The aims of assessment are to:

- inform students of their individual progress
- ensure that the required academic standards are met, maintained and monitored
- develop the knowledge, skills and understanding of students
- provide informative feedback that enables students to make progress
- inform academic staff of the effectiveness of their teaching.

Specific requirements regarding assessment and grading are maintained by the University of the Arts London Awarding Body and are outlined in this section of the handbook.

### Understanding how and when you will be assessed

The key to understanding your assessment and in being able to do yourself justice lies in your understanding of the written project brief, which is given to you at the beginning of each assignment or project. The project briefs clearly indicate when each formal assessment point will take place. Briefings given by your tutors will also help you understand what the project is asking of you and how you will be assessed, so it is important that you receive this information.

All project briefs and assignments contributing to a unit assessment are available on eStudio.

### Understanding the brief

Every brief you receive has the same structure and will contain all the information you need regarding project assessment. Listed below are explanations of headings you will see written on briefs. Please take time to read through the descriptions carefully.

- **Header**  
The top section of the brief includes the brief title, the unit(s) it covers, the staff who will be teaching you, the dates of the briefing, any interim crits and, most importantly, the submission deadline. It also includes the signature of the Internal Verifier, who is the person who has checked both the quality of the brief and that the project enables students to meet the assessment criteria required.
- **Brief context**  
This section of the brief is a basic introduction to the project/unit(s). It will outline what type of things you will be learning/exploring and give a general overview of the subject to be studied.

- **Learning outcomes**

This section outlines the learning outcomes covered by the brief. You can read more about them in the Learning outcomes and assessment criteria section below.

- **Brief**

This section will outline exactly what you have to do for the brief. Some briefs will be short and others more complex. You should read them carefully and make sure you understand what you have to do. Please ask staff about anything that is unclear to you.

- **Work to be submitted**

This section outlines the work that you will be expected to submit. You must make sure that you hand in all the work that is requested, as staff will be unable to assess your work properly if parts are missing.

- **Supporting materials / resources / useful links**

This section will provide information on any supporting research that would be helpful. It might suggest books, journals, websites or exhibitions that you could attend to help inform your project.

- **Assessment criteria**

This section lists the learning outcomes and assessment criteria for the unit(s) that the brief/project covers and tells you what you must be able to do in order to pass the unit. The criteria and outcomes are different for each unit. Against each of the criteria, the assessment evidence lists where the tutor assessing your work will expect to see that you have met that criteria.

A **learning outcome** is a clear statement about what you will be able to know, do or understand for the award of credit for any given unit.

The **assessment criteria** define more precisely what you need to do to demonstrate the achievement of each learning outcome.

It is important to note that if you don't achieve all the learning outcomes for a unit, you cannot be awarded credit for that unit.

## **Types of assessment**

**Formative** (informal) assessment focuses on giving you written and/or verbal feedback on your progress, so that you learn about your strengths and weaknesses and receive guidance on forward planning and how you may develop or improve your work and learning before final submission. It does not directly count towards your final grade. Circumstances where this type of assessment takes place are:

- Group crits
- One to one tutorials
- Tutorial discussion/presentations
- Interim assessment points

See section 3 of this handbook for further information on teaching and learning methods.

**Summative** (formal) assessment takes place on the completion of each unit, after the submission deadline as outlined on the project brief, and is concerned with making judgements about the standard of your work in relation to unit learning outcomes and assessment criteria.

Assessment not only takes place when you hand in a piece of work but also whilst you are producing this work. Tutors observe how you are managing your time schedule, how you are

solving the problems you are encountering, to what extent you are demonstrating the required skills or developing your original ideas. It is important to meet interim deadlines and record your ideas, work and processes appropriately. This may be in the form of research files, sketchbooks, design sheets, learning journals, blogs and reflective planners.

### **Submitting work for assessment**

All work is to be submitted digitally using the Google slide documents provided in your Google Drive personal folder, and uploaded to eStudio. Guidance on how to do this will be provided and is also [available on eStudio](#).

At each submission, you will complete an online integrity statement to confirm that the work is your own.

If you do not submit to the stated deadline for any of the units, without having an approved extension, then you will fail the unit. In the case of units 1, 2 and 3 (year 1) / units 4 and 5 (year 2), this means that you will be unable to proceed and will be withdrawn from the course. In the case of unit 6 (year 2), it means that you will fail to achieve the Extended Diploma.

### **Assessment grading**

In your first year:

Units 1 and 2 can only be achieved at a pass level. To achieve a pass all of the assessment criteria must be met. These units are internally assessed by a tutor and internally verified to ensure the consistency of grades across all assessors and students. All assessed units must be successfully completed before attempting the graded unit.

Unit 3 is graded at either Pass, Merit or Distinction and will form the overall grade for the first year of the qualification. The unit is internally assessed by at least two tutors, internally verified and externally moderated by a member of staff from the UAL Awarding Body to ensure the consistency of grades across all assessors and students. This grade does not contribute to your final grade.

In your second year:

Units 4 and 5 can only be achieved at a pass level. To achieve a pass all of the assessment criteria must be met. These units are internally assessed by a tutor and internally verified to ensure the consistency of grades across all assessors and students. All assessed units must be successfully completed before attempting the graded unit.

Unit 6 is graded at either Pass, Merit or Distinction and will form the overall grade for the Extended Diploma qualification. The unit is internally assessed by at least two tutors, internally verified and externally moderated by a member of staff from the UAL Awarding Body to ensure the consistency of grades across all assessors and students.

### **Grading of Unit 3 and Unit 6**

The final unit of each year provides for the evidence submitted to be assessed and graded. The grades that can be achieved are:

- **Pass**

To achieve a Pass grade, you must achieve all of the Pass assessment criteria listed within Unit 3/6.

- **Merit**

To achieve a Merit grade, you must achieve all of the Pass assessment criteria listed within Unit 3/6 plus all of the Merit grade criteria listed below.

- **Distinction**

To achieve a Distinction grade, you must achieve all of the Pass assessment criteria listed within Unit 3/6 plus all of the Merit and Distinction grade criteria listed below.

- **Referral**

If you provide insufficient evidence to meet all of the assessment criteria then your submission will be classed as a referral. You have one further opportunity to redeem the referral by submitting additional evidence to a new deadline and your work will be reassessed. If you achieve the assessment criteria following reassessment, you will be awarded a Pass grade.

**Referral resubmissions are capped at a Pass grade and cannot achieve any higher.** If you fail to resubmit, or your resubmitted work does not meet the assessment criteria, you will receive a Fail grade.

- **Fail**

If you fail to meet the assessment deadline, or following a referral are unable to provide further evidence that meets the assessment criteria, then you will receive a Fail grade. This will mean that you will fail the unit and fail to achieve the Extended Diploma.

The assessment process is monitored by the University's Internal Verifier and the awarding body's External Moderators to ensure that assessment procedures are fair and consistent.

### **Assessment feedback**

Once your work for a brief has been assessed, you will receive clear feedback on your progress on assessment feedback sheets that are accessed through eStudio. The feedback will provide information on how well you have done in relation to the grading criteria so that you are then able to see how to progress further, and how to improve your work. If you do not understand the feedback provided you should ask for further guidance from your tutors.

If it is identified that you need to complete additional work to fulfil the pass criteria of the brief, this will be clearly indicated on the feedback sheet and a date by which the outstanding work should be presented will be given.

In the majority of cases you will receive written feedback on assignments within ten working days of submission.

Feedback will also be discussed one-to-one at tutorial points, where staff will discuss with you your progress on the course and help you plan how you can continue to improve and make best use of your time.

### **Internal Verification**

The assessment process is monitored by the University's Internal Verification system where a sample of work is cross-marked to ensure that:

- Students gain access to fair and reliable assessment opportunities
- All assessors assess to the same standards
- Assessment decisions of assessors are sampled and monitored to ensure consistency
- Assessors are supported with advice and guidance

More information on specific Internal Verification systems can be obtained from your tutor.



## External Moderation

University of the Arts London awarding body employs External Moderators who are experienced within the sector to moderate the assessment of student work. The purpose of External Moderation is to ensure that the academic standards appropriate to the qualification are maintained, and that in the processes of assessment candidates are treated fairly and equitably according to University of the Arts London awarding body policies.

External Moderation provides an independent commentary on the conduct of the assessment process and assures that procedures and regulations governing academic standards, quality and assessment are followed. External Moderators moderate Unit 3 and 6 grades.

### What you should do if you are unhappy about your assessment

If you are confused or unhappy with your assessment, first talk to the tutor who has assessed your work or to your Personal Tutor. Normally any worries or difficulties can then be settled. If you do not feel comfortable with this or still feel unsatisfied contact the Course Leader or Deputy Course Leader who will arrange for your work to be looked at once more.

Tutors can, however, when re-assessing feel they have graded too generously rather than too harshly. Even if your assessment grade remains the same, the additional feedback you will have received should help you understand why you had not done quite as well as you thought.

If you are still unhappy with the assessment, the Course Leader will ask the Internal Verifier to look at your work. If, after this, you are still not happy, you are able to make a formal appeal through the [Academic Appeals Policy and Procedure](#); see section 6 for further information.



## Units and assessment criteria

Unit	Unit title	Credit Value	Year
1	The Creative Process	24	1
2	Developing Creative Practice	24	1
3	Responding to a Set Brief	24	1
4	Researching a Specialist Industry Practice	24	2
5	Specialist Technical Skills Development	24	2
6	Specialist Creative Outcome	24	2
	<b>Total credits</b>	<b>144</b>	

### Year 1 units

**Title:** Unit 1 - The Creative Process

**Level:** 3

**Credit value:** 24

**Assessment:** Internally assessed and internally verified

**Grading:** Pass / Fail

#### Unit aim:

This unit requires you to explore and interrogate the creative process fully through its various stages. You will explore, apply and assess the different stages of the creative process in order to develop an understanding of the separate activities within each stage, and how these activities inform one another holistically. You will investigate and develop these skills through introductory projects and workshops that require you to engage with and show an increasing ability to identify and apply creative process skills.

Activities in this unit will be underpinned by an introduction to the creative industries, where you will develop a contextual understanding of the role the creative process plays in the development of creative arts outcomes and products across a broad spectrum of specialist practices and vocational roles.

Learning outcomes (LO)	Assessment criteria
On successful completion of this unit you will:	On successful completion of this unit you can:
<b>LO1</b> Understand the role of the creative process within the creative industries	1.1 Analyse the stages and activities within the creative process 1.2 Explore creative processes within the context of the creative industries
<b>LO2</b> Understand how to plan a response to a brief	2.1 Analyse the requirements of a brief 2.2 Develop a project proposal that meets the requirements of a brief 2.3 Review the implementation of the project proposal to meet the requirements of a brief

<b>LO3</b> Understand the role of research within the creative process	3.1 Explain how research sources and methods are used to support creative processes 3.2 Undertake research in response to a brief 3.3 Use research to influence and inform creative processes 3.4 Assess the effectiveness of research to influence and inform creative processes
<b>LO4</b> Understand intent and purpose within the creative process	4.1 Explore intent and purpose within creative processes 4.2 Apply intent and purpose within own creative process 4.3 Assess intent and purpose within own creative process
<b>LO5</b> Understand the role of visual language to record and communicate ideas	5.1 Analyse visual language in creative processes 5.2 Apply visual language in creative processes 5.3 Assess the effective use of visual language within creative processes
<b>LO6</b> Understand how reflective practice informs and directs the creative process	6.1 Apply reflective practice to inform and direct creative processes 6.2 Demonstrate how reflective practice has informed personal progress 6.3 Assess the effectiveness of reflective practice to inform and direct creative processes
<b>LO7</b> Understand methods for generating ideas within a brief	7.1 Explore methods for generating ideas 7.2 Generate ideas using different methods 7.3 Consider ethical design and social responsibility 7.4 Assess the effectiveness of methods used to generate initial ideas

**Title:** Unit 2 - Developing Creative Practice

**Level:** 3

**Credit value:** 24

**Assessment:** Internally assessed and internally verified

**Grading:** Pass / Fail

**Unit aim:**

This unit requires you to learn about what a creative practice is along with gathering knowledge of various materials, techniques and processes used across 2-dimensional, 3-dimensional and 4-dimensional creative practices. You will also explore, experiment and refine your use of 2-dimensional, 3-dimensional and 4-dimensional practical skills associated with a creative practice, as well as developing an understanding of how to safely use creative practice skills to solve problems, develop outcomes and present work appropriate to the creative practice.

<b>Learning outcomes (LO)</b> On successful completion of this unit you will be able to:	<b>Assessment criteria</b> On successful completion of this unit you can:
<b>LO1</b> Develop skills within 2-dimensional creative practices	1.1 Explore materials, methods, techniques and processes used in 2-dimensional creative practices 1.2 Experiment with 2-dimensional creative practice materials, methods, techniques and processes in the context of ethical and environmental consideration 1.3 Assess the use of materials, methods, techniques and processes used in 2-dimensional creative practice 1.4 Refine the application and use of appropriate materials, methods, techniques and processes in 2-dimensional creative practices
<b>LO2</b> Develop skills within 3-dimensional creative practices	2.1 Explore materials, methods, techniques and processes used in 3-dimensional creative practices 2.2 Experiment with 3-dimensional creative practice materials, methods, techniques and processes in the context of ethical and environmental consideration 2.3 Assess the use of materials, methods, techniques and processes used in 3-dimensional creative practice 2.4 Refine the application and use of appropriate materials, methods, techniques and processes in 3-dimensional creative practices
<b>LO3</b> Develop skills within 4-dimensional creative practices	3.1 Explore materials, methods, techniques and processes used in 4-dimensional creative practices 3.2 Experiment with 4-dimensional creative practice materials, methods, techniques and processes in the context of ethical and environmental consideration 3.3 Assess the use of materials, methods, techniques and processes used in 4-dimensional creative practice 3.4 Refine the application and use of appropriate materials, methods, techniques and processes in 4-dimensional creative practices
<b>LO4</b> Solve problems within creative practices	4.1 Describe problems encountered within creative practices 4.2 Propose solutions to problems encountered within creative practices 4.3 Apply solutions that resolve problems encountered within creative practices 4.4 Assess solutions to problems encountered within creative practices
<b>LO5</b> Use safe working practices within the creative environment	5.1 Identify safe working practice requirements within a creative environment 5.2 Assess the requirements of safe working practice 5.3 Apply safe working practice requirements within a creative environment

<p><b>LO6</b></p> <p>Use presentation techniques to present creative practices</p>	<p>6.1 Explore presentation techniques to communicate creative ideas and outcomes</p> <p>6.2 Use relevant presentation techniques to display creative practices</p> <p>6.3 Evaluate the effectiveness of presentation techniques to communicate creative practices</p>
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**Title:** Unit 3 - Responding to a Set Brief

**Level:** 3

**Credit value:** 24

**Assessment:** Internally assessed, internally verified and externally moderated

**Grading:** Pass / Merit / Distinction / Fail

**Unit aim:**

In this unit, you will be synoptically assessed on the all the learning you have developed throughout the qualification, by responding to a set vocational brief. You will demonstrate your ability to develop a project proposal, generate ideas and produce and present outcomes that respond to a set brief. You will also be expected to demonstrate practical skills to realise creative outcomes, reflect on the creative process, and use reflective practice to inform and direct the choices you make and how successful you have been in meeting the brief.

**Assessment outcomes**

On successful completion of this assessment unit, you will have demonstrated that you can:

- AO1** Understand the requirements of a set brief within a vocational context
- AO2** Plan and realise a project in response to a brief
- AO3** Use research to inform a creative project
- AO4** Use practical skills to meet the requirements of a brief
- AO5** Generate and develop ideas in response to a brief
- AO6** Produce outcomes in response to a brief
- AO7** Present development work and outcomes
- AO8** Apply reflective practice to a creative project



### Grading criteria for Unit 3

<b>Assessment outcome (AO)</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>AO1</b> Understand the requirements of a set brief within a vocational context	Clearly presented project proposal that appropriately considers the requirements of the brief and is sufficient in supporting the development of ideas	Purposefully presented project proposal that extensively considers the requirements of the brief and is effective in supporting the development of ideas	Imaginatively presented project proposal that comprehensively considers the requirements of the brief and is thorough in supporting the development of ideas
<b>AO2</b> Plan and realise a project in response to a brief	Planning is clear and relevant, outlining the valid realisation of solutions and outcomes in response to a brief	Planning is extensive and realistic, outlining the effective realisation of solutions and outcomes in response to a brief	Planning is comprehensive and insightful, outlining the imaginative realisation of solutions and outcomes in response to a brief
<b>AO3</b> Use research to inform a creative project	Relevant but limited research is used to inform and direct activities and the satisfactory resolution of problems, consideration is given to ethical and environmental impact in the development of ideas and realisation of outcomes in response to a brief	Extensive and purposeful research is used to inform and direct activities and the effective resolution of problems, consideration is given to ethical and environmental impact in the development of ideas and realisation of outcomes in response to a brief	Comprehensive and imaginative research is used to inform and direct activities and the perceptive resolution of problems, consideration is given to ethical and environmental impact in the development of ideas and realisation of outcomes in response to a brief
<b>AO4</b> Use practical skills to meet the requirements of a brief	Competent use of appropriate materials, methods, processes and techniques to satisfactorily meet the requirements of the brief	Adept and effective use of materials, methods, processes and techniques to purposefully meet the requirements of the brief	Sophisticated and confident use of materials, methods, processes and techniques to imaginatively meet the requirements of the brief
<b>AO5</b> Generate and develop ideas in response to a brief	Valid ideas are sufficiently developed and satisfactorily meet the requirements of a brief	Considered ideas are effectively developed and purposefully meet the requirements of a brief	Innovative ideas are comprehensively developed and thoroughly meets the requirements of a brief

<b>Assessment outcome (AO)</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>AO6</b> Produce outcomes in response to a brief	Valid outcomes are attempted that capably communicate concepts and ideas to an identified consumer/audience	Considered outcomes are realised and effectively communicate concepts and ideas to an identified consumer/ audience	Imaginative outcomes are realised and decisively communicate concepts and ideas to an identified consumer/audience
<b>AO7</b> Present development work and outcomes	Presentation techniques are used appropriately to clearly present development work and outcomes that meet the requirements of the brief	Presentation techniques are used effectively to purposefully present development work and outcomes that meet the requirements of the brief	Presentation techniques are used skilfully to imaginatively present development work and outcomes that meet the requirements of the brief
<b>AO8</b> Apply reflective practice to a creative project	Valid reflective practice is used sufficiently to inform and direct the project and final outcomes	Extensive and purposeful reflective practice is used effectively to inform and direct the project and final outcomes	Comprehensive and sustained reflective practice is used perceptively to inform and direct the project and final outcomes



## Year 2 units

**Title:** Unit 4 - Researching a Specialist Industry Practice

**Level:** 3

**Credit value:** 24

**Assessment:** Internally assessed and internally verified

**Grading:** Pass / Fail

### Unit aim:

This unit requires you to explore all aspects of a chosen specialist industry practice within the creative industry, to inform your development as a creative practitioner and influence your future career progression. You will also be required to develop an understanding of the context of your chosen role within the wider environment and apply reflective practice to influence your choices and decisions.

You will apply your knowledge of your specialist industry practice to a self-initiated creative investigation, drawing on the works of existing practitioners and your own research to influence and inform ideas and refine your own creative intentions and purpose. The work you produce will evidence the development and refinement of your specialist visual language skills in order to effectively communicate ideas and concepts.

<b>Learning outcomes (LO)</b>	<b>Assessment criteria</b>
On successful completion of this unit you will be able to:	On successful completion of this unit you can:
<b>LO1</b> Understand a specialist industry practice within the creative industries	1.1 Explore a specialist practice within the creative industries 1.2 Examine existing practitioners in relation to own specialist practice development 1.3 Explore opportunities for personal progression within a specialist practice
<b>LO2</b> Use research to influence activities within a specialist industry practice	2.1 Explore how research skills are used to influence a specialist practice 2.2 Apply research to influence activities within a specialist practice 2.3 Evaluate the effectiveness of research in influencing activities within a specialist practice
<b>LO3</b> Propose a self-initiated creative investigation within a specialist industry practice	3.1 Generate initial ideas for a creative investigation 3.2 Refine initial ideas for a creative investigation 3.3 Produce a project proposal for a creative investigation 3.4 Evaluate the effectiveness of the project proposal in informing a creative investigation
<b>LO4</b> Understand creative intention and purpose within a specialist industry practice	4.1 Examine creative intention and purpose within the work of specialist practitioners 4.2 Explore own creative intention and purpose within the context of ethical and environmental considerations 4.3 Evaluate own creative intention and purpose

<b>LO5</b> Understand how visual language is used to communicate ideas and concepts within a specialist industry practice	5.1 Analyse the use of visual language to communicate ideas and concepts within the work of specialist practitioners 5.2 Use visual language to communicate ideas and concepts 5.3 Evaluate the effectiveness of visual language to communicate ideas and concepts
<b>LO6</b> Use reflective practice to inform and direct activities within a specialist industry practice	6.1 Use reflective practice to inform and direct own specialist practice 6.2 Evaluate the effectiveness of reflective practice to inform and direct own specialist practice

**Title:** Unit 5 - Specialist Technical Skills Development

**Level:** 3

**Credit value:** 24

**Assessment:** Internally assessed and internally verified

**Grading:** Pass / Fail

**Unit aim:**

This unit requires you to explore in-depth the skills and creative processes associated with a chosen specialist industry practice. You will be required to refine your understanding of your chosen specialist industry practice through focused material and process led exploration and experimentation.

You will develop an understanding of the specific materials and technical skills used within your specialist industry practice to solve problems and develop outcomes relevant to your specialist industry practice.

You must apply safe working practices, as you develop and refine your technical skills, and ensure that you use appropriate specialist presentation techniques to demonstrate your technical skills.

Throughout this unit you will be expected to reflect on and evaluate your performance to inform personal development within the context of your chosen specialism.

<b>Learning outcomes (LO)</b> On successful completion of this unit you will be able to:	<b>Assessment criteria</b> On successful completion of this unit you can:
<b>LO1</b> Investigate the materials associated with a specialist industry practice	1.1 Identify the materials associated with a specialist practice 1.2 Use materials associated with a specialist practice 1.3 Assess the use of materials associated with a specialist practice



<p><b>LO2</b></p> <p>Investigate the technical skills associated with a specialist industry practice</p>	<p>2.1 Identify the technical skills associated with a specialist practice</p> <p>2.2 Apply appropriate technical skills associated with a specialist practice</p> <p>2.3 Assess the use of technical skills associated with a specialist practice to inform further skills development</p>
<p><b>LO3</b></p> <p>Investigate creative processes associated with a specialist industry practice</p>	<p>3.1 Explore creative processes associated with a specialist practice</p> <p>3.2 Apply creative processes associated with a specialist practice</p> <p>3.3 Reflect on the effectiveness of creative processes to realise specialist outcomes</p>
<p><b>LO4</b></p> <p>Solve problems within a specialist industry practice</p>	<p>4.1 Explore solutions to problems within a specialist practice</p> <p>4.2 Apply solutions to problems within a specialist practice</p> <p>4.3 Evaluate the effectiveness of chosen solutions to problems</p>
<p><b>LO5</b></p> <p>Use safe working practices with a specialist creative environment</p>	<p>5.1 Identify safe working practice requirements within a specialist creative environment</p> <p>5.2 Assess safe working practice requirements within a specialist creative environment</p> <p>5.3 Apply safe working practice requirements within a creative specialist environment</p>
<p><b>LO6</b></p> <p>Use specialist industry practice presentation techniques to present work</p>	<p>6.1 Explore presentation techniques associated with a specialist practice</p> <p>6.2 Apply appropriate presentation techniques to communicate ideas and outcomes</p> <p>6.3 Evaluate techniques used to present work and communicate ideas and outcomes for a specialist practice</p>

**Title:** Unit 6 - Specialist Creative Outcome

**Level:** 3

**Credit value:** 24

**Assessment:** Internally assessed, internally verified and externally moderated

**Grading:** Pass / Merit / Distinction / Fail

**Unit aim:**

In this unit, you will be synoptically assessed on all learning you have developed throughout the qualification, by realising and presenting a self-initiated project. You will demonstrate an in-depth understanding of a specialist industry practice to set the intent and purpose of your individual creative investigation and apply your knowledge and understanding of the creative process to develop, realise and present solutions to your proposed investigation.

You must use all aspects of the creative process harmoniously within your practice to develop an appropriate and vocationally relevant outcome that meets the needs of a selected audience/consumer.

## **Assessment outcomes**

On successful completion of this assessment unit, you will have demonstrated that you can:

- AO1** Apply an understanding of specialist industry practice to a creative project
- AO2** Produce a self-initiated project proposal
- AO3** Use research to inform and direct a creative project
- AO4** Use technical skills and materials associated with a specialist industry practice to realise a self-initiated project
- AO5** Resolve problems within a creative project
- AO6** Use specialist practice visual language to communicate ideas and concepts
- AO7** Use specialist practice presentation techniques to present ideas and outcomes
- AO8** Apply reflective practice to a creative project

## Grading criteria for Unit 6

Assessment outcome (AO)	Pass	Merit	Distinction
<b>AO1</b> Apply an understanding of specialist industry practice to a creative project	Valid and sufficient exploration of thematic enquiries directed by professional aspirations and intentions are used to generate and develop relevant ideas and concepts	Purposeful and adept exploration of thematic enquiries directed by professional aspirations and intentions are used to generate and develop effective ideas and concepts	Sustained and sophisticated exploration of thematic enquiries directed by professional aspirations and intentions are used to generate and develop innovative ideas and concepts
<b>AO2</b> Produce a self-initiated project proposal	A satisfactory project proposal stating creative intentions and plans for implementation is clearly presented and sufficiently supports and directs practical and theoretical investigations	A considered project proposal stating creative intentions and plans for implementation is adeptly presented and effectively informs and directs practical and theoretical investigations	A sophisticated project proposal stating creative intentions and plans for implementation is imaginatively presented and thoroughly informs and directs practical and theoretical investigations
<b>AO3</b> Use research to inform and direct a creative project	Relevant but limited specialist practice research and contextual understanding is used, consideration is given to ethical and environmental impact to inform and direct appropriate conceptual and practical developments and outcomes	Extensive specialist practice research and contextual understanding is used purposefully, consideration is given to ethical and environmental impact to inform and direct effective conceptual and practical developments and outcomes	Comprehensive specialist practice research and contextual understanding is used perceptively, consideration is given to ethical and environmental impact to inform and direct innovative conceptual, practical and ethical developments and outcomes
<b>AO4</b> Use technical skills and materials associated with a specialist industry practice to realise a self-initiated project	Competent and safe use of appropriate specialist practice technical skills, materials, methods and processes are used satisfactorily to realise a self-initiated project	Adept use of specialist practice technical skills, materials, methods and processes are used effectively and purposefully to realise a self-initiated project	Sophisticated use of specialist practice technical skills, materials, methods and processes are used imaginatively and confidently to realise a self-initiated project

<b>Assessment outcome (AO)</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>AO5</b> Resolve problems within a creative project	Appropriate resolution of practical and conceptual problems based on valid and sufficient experimentation, and exploration of solutions with consideration of purpose and intent	Effective resolution of practical, theoretical and conceptual problems based on reasoned and purposeful experimentation, and exploration of solutions with consideration of purpose and intent	Decisive and innovative resolution of practical, theoretical, conceptual and technical problems based on insightful experimentation, and exploration of solutions with consideration of purpose and intent
<b>AO6</b> Use specialist industry practice visual language to communicate ideas and concepts	Appropriate specialist practice visual language is used to clearly communicate ideas and concepts to an identified audience	Specialist practice visual language is used to effectively communicate ideas and concepts to an identified audience	Specialist practice visual language is used skilfully and imaginatively to communicate ideas and concepts to an identified audience
<b>AO7</b> Use specialist industry practice presentation techniques to present ideas and outcomes	Appropriate selection of specialist practice presentation techniques, conventions and formats used to clearly communicate creative intentions and outcomes	Considered selection of specialist practice presentation techniques, conventions and formats are used effectively and purposefully to communicate creative intentions and outcomes	Decisive selection of specialist practice presentation techniques, conventions and formats are used skilfully and imaginatively to communicate creative intentions and outcomes
<b>AO8</b> Apply reflective practice to a creative project	Valid reflective practice is used appropriately to identify options, justify decision making, develop ideas and assess outcomes against creative intentions	Extensive and purposeful reflective practice is used to effectively identify options, justify decision making, develop ideas and assess outcomes against creative intentions	Comprehensive and sustained reflective practice is used perceptively to identify options, justify decision making, develop ideas and assess outcomes against creative intentions





## 6. COURSE EXAMINATION REGULATIONS

### Unit submissions and deadlines

You are expected to meet all deadlines specified on the project briefs. Failure to submit work by the deadline will normally be seen to constitute a failure at that assessment, with no further opportunity to redeem it. This could mean that you will not be able to continue on the course or, in the case of the graded units (units 3 and 6), that you will be unable to achieve the Extended Diploma.

If for any reason you are unable to meet a deadline then you **must** contact and speak to your tutor before the deadline date arrives. If there is a valid reason for you not being able to meet the deadline, you may be able to make a Special Consideration application which, if accepted, may allow you an extended deadline by which to complete your work. See below for further information about Special Consideration.

If you know of religious observance and holidays that will affect your ability to complete work or be present at the University you should tell your Pathway Leader ideally at the beginning of the term or as soon as you become aware of them.

### Reasonable Adjustments

A reasonable adjustment for assessment is defined as an accommodation or alteration to the course which is necessary for students to have the opportunity to demonstrate their abilities, without being disadvantaged as a result of a disability or ongoing condition. The implementation of a reasonable adjustment will allow a student to achieve their maximum potential whilst remaining within the boundaries of a framework of academic standards.

- What is 'reasonable' is determined by individual circumstances, the impact of the disability/condition, and the cost and effectiveness of the proposed adjustments.
- Assessment evidence produced by the student will be marked against the assessment and/or grading criteria in the same way as all other learners.
- Reasonable adjustments will not be considered if achievement has already been claimed and certificated.

We promote a culture where students feel comfortable to disclose access related needs and students are always involved in the decision-making process. It is our responsibility to provide the selected adjustment and arrange assistance for them. Examples of reasonable adjustments may include an extension to the assessment deadline; learning materials being provided in an alternative format; adapting assessment methods, for example from a written assessment to a spoken assessment; the use of voice activated or text reading software allowed if needed.

Records are kept of reasonable adjustments for audit by the UAL Awarding Body and evidence should support all applications. Appeals procedures are made available to all students so they can query decisions made with regard to adjustments.

If, at enrolment, you disclose a disability or condition that might be eligible for a reasonable adjustment, our Learning Support team will be in touch with you to discuss. If there is something that you have not disclosed, or which occurs during your time on the course, speak to your course tutor in the first instance.

Our responsibility:

UAL Awarding Body have reviewed our policies, procedures and services for support through their Centre Approval process. We are expected to meet our responsibility to students in terms of current legislation and regulatory requirements for equal opportunities and under the Disability and Discrimination Act Part 4.

### **Special Consideration**

It is your responsibility to hand in assignments before or by the deadline given on the task brief and there are penalties for the non-submission of work. The submission deadline is specified in your assignment brief and any re-submission deadlines will be given to you in writing.

Occasionally there may be short-term problems, where for valid reasons you are unable to submit coursework by the deadline date. If you consider that due to such “exceptional reasons or mitigating circumstances” you are unable to submit your completed coursework by the deadline date, you should speak to your tutor about the possibility of applying for Special Consideration. This is a written request for an extension which must be submitted and approved before the assessment deadline date.

Special consideration is consideration to be given if a student has temporarily experienced:

- a) a temporary illness or injury, or
- b) circumstances that disadvantage the learner **at the time of the assessment**.

Examples of circumstances in which you may be eligible for special consideration include:

- Unanticipated personal illness, or a health condition that was unknown at the time of assessment
- Unanticipated worsening of a pre-existing medical condition or disability where the reasonable adjustment already afforded by the centre is no longer effective.
- Accident, personal injury or circumstances beyond your control which prohibited you from submitting your work within an agreed timeframe
- A bereavement of a close family member immediately prior to the assessment.

Examples of circumstances that would not normally be eligible for special consideration include:

- Personal arrangements that affect assessment or attainment such as holidays or unauthorised absence.
- Pre-existing medical conditions, disabilities or learning difficulties. In these circumstances you should declare your condition and needs prior to the assessment in order that the necessary reasonable adjustments may be implemented (see above).

Special Consideration should be exceptional. In the main, you are expected to manage your health and minor illnesses or disruptions alongside your studies. Special Consideration applications should be reserved for serious situations, such as those listed above. If you have several weeks or even months to complete a submission, you are expected to work around short-term issues.

The University would normally expect only a minority of students to need to make a claim during their time here. If you are finding that you need claim for every unit, then further support may be needed and you should speak to your tutors or Student Advice and Wellbeing for advice as multiple claims for Special Consideration may not be approved.

If you have a long-term illness or a disability, the University can support you with the management of those conditions. These conditions do not generally fall under the Special Consideration procedure, as other measures, such as reasonable adjustments, may be more appropriate forms of support (see above).

An application for special consideration should be submitted on the [Application for Special Consideration](#) available on Portal. All applications must be supported with independent, documentary evidence. Examples of the types of evidence which may be accepted are listed on the reverse of the application form.

Students who apply for special consideration will have their case considered by a panel comprising their Course leader, the FE Director and a representative from Student Advice and Wellbeing. Applications submitted without supporting documentary evidence will not be considered. The University of the Arts London awarding body will be informed of all special consideration decisions.

Special Consideration given to you may allow an extension of the original agreed time for completion of assessment. You can achieve Pass, Merit or Distinction (for graded units using the special consideration process. Special Consideration will not be considered if achievement has already been claimed and certificated.

If you think you may have grounds to apply for Special Consideration, please speak to your tutor in the first instance.

### **Academic appeals**

If you are unhappy with your assessment, you should speak to your tutor to discuss the matter. Your tutor will explain how the grade was determined and, if necessary, investigate further. If the tutor is unable to resolve the issue they will refer it to the Course Leader. If you are not satisfied with the outcome of their response, you can submit a completed [Academic Appeal form](#) which will instigate a further investigation.

An appeal can only be made if the decision is related to:

- (i) final award
- (ii) progression from one stage of the course to the next
- (iii) assessment on the course.

Appeals will only be accepted on the following grounds:

1. Reasonable adjustment decision
2. Special consideration decision
3. Outcome of an investigation into malpractice or maladministration
4. Assessment decision.

The Student Advice and Wellbeing team or Students' Union are there to offer you guidance and support, if you wish to speak to someone outside of the department.

If, after having exhausted the University's appeals procedure, you are still not satisfied with the outcome of the investigation, you will be advised as to how you can contact the awarding body.

Please use this link to read the University's [Further Education Appeals Policy and Procedure](#).

### **Academic misconduct**

Academic misconduct is defined as any improper activity or behaviour by a student which may give that student, or another student, an unpermitted and unfair, academic advantage in a summative assessment.

The University takes academic misconduct very seriously and the penalties can be severe and include failure of an assessment. Additionally, we are required to report all cases of actual or suspected academic misconduct to the UAL Awarding Body. A full list and explanation of categories of academic misconduct and the possible penalties are included within the [FE Academic Misconduct Policy & Procedures](#).

In summary academic misconduct might include, but is not limited to:

- **Plagiarism**

For example:

- i. Representing another person's work or ideas, or work produced by generative AI, as one's own (including text, data, images and performance), for example by failing to follow convention in acknowledging sources, use of quotation marks, etc.
- ii. Reproduction of published or unpublished material without acknowledgement of the author or source.
- iii. Paraphrasing by, for instance, substituting a few words or phrases or altering the order of presentation of another person's work, or linking unacknowledged sentences or phrases with words of one's own.
- iv. Copying directly from a text (book, magazine, internet, printed source, generative AI engine) without reference to its source.
- v. Direct copy of an image, a sound or performance, or generation of an image or sound or performance through generative AI, without due acknowledgement of its source.

- **Self-plagiarism**

Use of student's own work which has been produced for a previous unit or previously submitted for assessment, either at Leeds Arts University or at a previous institution.

- **Collusion**

This includes co-operation in order to gain an unpermitted advantage. This may occur where individuals have consciously colluded on a piece of work, in part or whole, and passed it off as their own individual efforts, or where one individual has authorised another to use their work, in part or whole, and to submit it as their own.

- **Falsification**

For example:

- i. Claiming to have carried out any form of research which the student has not undertaken.
- ii. Falsification, fabrication or misrepresentation of results or research outcomes or other data.
- iii. Falsification or fabrication of references or bibliography.

## **Contract Cheating**

Submission of work (visual or written) presented as the student's own which has been purchased, commissioned or otherwise acquired from another person, company or generative AI source (including internet sellers).

- **Impersonating someone or being impersonated.**

For example:

- i. Assuming the identity of another student (of this or any other institution) with the intention of gaining an unfair advantage for that student.
- ii. A student allowing another person to impersonate him/her in order to gain an unfair advantage.

It is your responsibility to ensure that any work presented for assessment is your own. To reinforce this responsibility, at each unit assessment point, when you upload your work to eStudio, you will be asked to complete an academic integrity statement to confirm that the work you are submitting is your own work and that it is work produced for the unit you are submitting for.

The [FE Academic Misconduct Policy & Procedures](#) available on the portal clearly outline what will happen if you are suspected of academic misconduct, including the role of the Academic Misconduct Panel in investigating suspected cases and the penalties that can be applied. Electronic plagiarism detection software may be used as part of any investigation.

You are advised to familiarise yourself with the definitions and procedures contained within these documents. You will be introduced to good academic practice as part of your studies, including use of the Harvard referencing system. However, if at any stage you are worried about how you reference or otherwise cite your sources, you should not hesitate to speak to a member of your Course Team or the Learning Support Team.

## **Referencing - how to avoid plagiarism**

When you use other people's work, you should always indicate where you encountered it. If you are using your own work which has been produced for other units or previously submitted for assessment, you should also indicate this. There are systematic ways of doing this, collectively known as 'referencing'.

The basic principle that you should acknowledge your sources underpins good research practice. It demonstrates that you have the ability to select valid research from a range of credible sources and practitioners. Among other reasons, it is respectful to the original author of any work and would also be something that you would expect of other people if you have work published.

Ask your tutor for more information on learning how to reference your work, or you can find further guidance on the [Learning Support pages](#) or [Library pages](#) on eStudio.

## **Results and certification**

All results are provisional until confirmed by UAL Awarding Body, through their External Moderation and quality assurance processes. Final results will be released to students on the Level 3 results day in August 2024.

Your certificate will be posted to your home address later in the year. It is your responsibility to keep the University updated with current address details. If you change your address during the

academic year, please ensure that you inform your Course Administrator so that your results and certificate are posted to the correct address.

Where students do not achieve the full Extended Diploma, a unit certificate listing the units and credits achieved will be provided. If you achieve units 1-3, you will be eligible for a Level 3 Diploma in Creative Practice.

UAL Awarding Body is required to transmit Extended Diploma results to UCAS by the Level 3 results day in August.





## 7. PROGRESSION

### **Enrichment throughout the duration of the course**

The term enrichment refers to the University's approach to enhancing opportunities for students. A programme of sessions will enable you to develop not only your creative practice but also your presentation, visualisation and employability skills. There are many opportunities created through 'sign up' workshop sessions, trips, specialist sessions and exhibitions as well as activities through the Students' Union, all of which are available for you to broaden your experiences and we encourage you to get involved.

You will also benefit from a series of talks relating to higher education and what it is like to work in the creative sector. We invite in our alumni, introduce you to our higher education lecturers and bring in visiting professionals who will offer you an insight into the many different ways you can forge a career in art and design.

We also invite in The Opportunity Centre, our independent careers advice and guidance service, who also support the curriculum with specialist sessions on interview technique, applications and provide one-to-one mentoring support.

You will also be expected to pursue personal interests as well as develop an individual portfolio.

### **English, maths and wider skills development**

English and maths skills are essential in enabling people to function in society. We are committed to ensuring that all students continue to develop their literacy and numeracy skills whilst on the course. Consideration is given to students with learning differences and an appropriate way of developing these skills will be ascertained for all students on the course.

You should expect to develop your literacy skills through note taking, essay writing, personal statements, analysis and evaluation, using formal language and terminology. You will be encouraged to read suggested reading lists that are identified on each project brief.

Your numeracy skills will be developed whilst working both two and three dimensionally including accurate measuring (units, paper formats), proportion, ratio, scale, area, percentage, symmetry, repetition, budgeting and volume.

Throughout the course wider employability skills of time management, planning, problem solving, presentation and teamwork will be continually developed.

### **Progression to higher education**

The majority of our students go on to study their chosen specialist area in arts and design on undergraduate courses in higher education. The process of application to higher education courses begins in September when you start to research into higher education courses but more formal instruction as to how to apply will be given in November. You will be given group and one-to-one support to guide you through this process. These discussions are supported with handouts and tables containing information on courses and application options.

### **UCAS – the system and deadlines**

In order to be considered for a place at a higher education institution, you need to apply through UCAS. This can be found at [www.ucas.com](http://www.ucas.com). UCAS process all applications to BA, BSc, BMus, HND, FdA, and HNC courses at almost all universities. You will be supported through the initial

registration and inputting of information early in the course. This information will be progressively added to as you complete the decision-making process regarding courses for future study.

The dates shown below are absolute deadlines for application forms to reach UCAS. The course decides on 'internal' deadline dates that are reasonable in allowing staff to write references and check applications prior to them being sent off. These deadlines are usually set three weeks prior to these dates and depend on term breaks etc.

Oxford (Fine Art at Ruskin) and Cambridge	<b>16 October 2023</b>
Application deadline for the receipt at UCAS of applications for all courses <b>except</b> those listed with a 16 October deadline, and art and design courses with deadline. Check the information on <a href="#">UCAS Course Search</a> for the art and design courses you are interested in, to find out if they have a 31 January deadline.	<b>31 January 2024</b>

Applications received by the above deadlines are guaranteed to be considered by the universities and colleges. Applications received at UCAS after the deadlines will only be considered by the universities and colleges if they still have vacancies in the course(s) you have selected.

### UCAS timetable

Date	Things to do
September 2023	<ul style="list-style-type: none"> <li>• Declare a note of interest in applying to Ruskin School of Art at the University of Oxford to study Fine Art with your Pathway Leader.</li> <li>• Discuss this application with Fine Art Pathway Leader, Andy Black.</li> <li>• Applications to academic courses at Oxford may need to be coordinated with your school. This should be discussed with the Course Leader first.</li> </ul>
Early October 2023	<ul style="list-style-type: none"> <li>• <a href="#">Register with UCAS</a> – filling in all elements of the online application, except choices and personal statement. This is supported with a UCAS Apply booklet.</li> </ul>
<b>16 October 2023</b>	<ul style="list-style-type: none"> <li>• <b>Deadline for Ruskin School of Art applications to be submitted to UCAS.</b></li> </ul>
October – November 2023	<ul style="list-style-type: none"> <li>• Research: Which course? Which institution?</li> <li>• Read support handouts thoroughly and identify courses of interest having explored their structure through visiting websites and reading prospectus.</li> <li>• It is essential that you discuss your choices and application with a tutor from your specialist area.</li> </ul>
Late November / early December 2023	<ul style="list-style-type: none"> <li>• Decide on courses.</li> <li>• Write personal statement and ensure your tutor has seen it.</li> <li>• Complete application form online through UCAS website.</li> <li>• Check internal deadlines for references to be put in on time</li> </ul>

	for UCAS deadline.
by 11 December 2023	<ul style="list-style-type: none"> <li>• Send UCAS form to personal tutor (referee).</li> </ul>
12 December – 12 January	<ul style="list-style-type: none"> <li>• UCAS forms checked and references uploaded by personal tutor (referee).</li> </ul>
15 – 31 January 2024	<ul style="list-style-type: none"> <li>• Applications sent off to UCAS by academic staff.</li> </ul>
<b>31 January 2024</b>	<ul style="list-style-type: none"> <li>• <b>Deadline for all UCAS undergraduate applications to be submitted.</b></li> </ul>
31 January 2024 onwards	<ul style="list-style-type: none"> <li>• Prepare portfolios for interviews. This will include electronic and paper formats.</li> </ul>

### UCAS tariff

During your second year we issue you with a predicted grade. This is to enable you to make an informed choice as to which university courses you may be eligible to apply to. To determine your predicted grade, we take into consideration your graded unit from year one but also your achievement throughout the first year and the beginning of the second year. We use this grade on your reference for jobs and/or higher education course references.

The final qualification grade, determined by the grade you achieve for Unit 6, is included in the UCAS tariff. The UCAS tariff is a means of allocating points to compare post-16 qualifications used for entry to higher education. It allows universities to compare the achievement of students on the wide range of different courses that a person can study to allow you onto a higher education course.

The UCAS tariff for the Extended Diploma is:

Grade	Tariff Points
Distinction	168
Merit	120
Pass	72

### Alternative progression routes

The course is designed to help you make decisions about your future and the opportunities available to you across art and design. Although the majority of our student progress to higher education some students choose to move onto another further education course such as a Foundation Diploma; an apprenticeship or directly into employment.

Tutors will discuss your individual needs and choices as part of your individual learning plan (ILP). You will prepare for progression by analysing their own interests and ambitions, evaluating skills and investigating directions to pursue.

Teaching staff will support you in preparing a portfolio of work for job interviews (where appropriate), will advise on applications/CVs, and will write references. You will also be encouraged to take advantage of opportunities to advertised via eStudio or through studio announcements to gain valuable skills and experiences.

As part of the enrichment program there will also be tailored session relevant to those not progressing to higher education in our Aspire careers program.

### **External careers advice and guidance**

For additional support with careers and progression guidance, we work with an external agency to deliver a series of group and individual sessions to help students achieve both their learning and career aspirations.

The key aim is to provide added value to that which is already delivered by the course team, and for students to know they have access to independent and impartial careers advice and guidance, delivered by qualified and experienced careers guidance professionals.

The programme of activities and resources are [posted on eStudio](#).

### **Employment in the creative sector**

Whilst studying on the course, you may wish to gain some work experience to enhance your employability opportunities. There are a number of initiatives you can take; please talk to your tutor first but also consider some of the guidance listed below:

- Check websites of main creative professional organisations and trade associations
- Study related journals and magazines for job advertisements and articles
- Attend careers fairs and events
- Produce a traditional portfolio along with a digital version, or feature your work on a website
- Develop a list of potential contacts from media, employment and careers websites, fairs and recruitment agencies and personal contacts
- Try and improve your skills through practical work experience
- Enter national competitions to build your reputation.



## 8. GLOSSARY OF TERMS

This glossary has been provided as an aid to help you to understand some of the terms used as you progress through the course and in the learning outcomes and assessment grids.

<b>4 Dimensional</b>	The exploration of narrative and images by time-based processes such as film, animation, and photography.
<b>Alternative</b>	A choice of two or more things, propositions, courses of action that are different or unusual and offers the possibility of choice.
<b>Analyse</b>	Break the subject or complex situations into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important; reference to current research or theory may support the analysis
<b>Analysis</b>	The breaking down of exploration, ideas and resolutions to be able to assess the potential of each.
<b>Appropriate</b>	Suitable or fitting for a particular purpose,
<b>Apply</b>	To make use of, relevant, suitable skills or knowledge, for a particular purpose.
<b>Audience</b>	Specific to whom images and ideas would be directed. For example -applications to Higher Education Centres, external clients, gallery, retailers, marketing companies.
<b>Benchmarking</b>	A benchmark acts as the minimum threshold of performance and can be used to ensure that all pathways are being measured using the same minimum requirements.
<b>Breadth</b>	A broad array; range or extent.
<b>Brief</b>	The brief is the means by which we identify what it is that you are required to do for a specific assessment. It will contain clear information about the context of the project and identify the specific learning outcomes for each of the relevant modules.
<b>Complex</b>	A problem specific to the vocational area that has several interrelated elements.
<b>Concept</b>	A general notion formed by considered or intuitive thought process. The formative stage of ideas.
<b>Contextual / context</b>	The analysis, evaluation and understanding of the broader context/situation within which the line of enquiry may be situated.
<b>Course specification</b>	Course specification provides information about what, when and how you will learn, including the expected standard of the award you are studying towards.
<b>Creative practice</b>	Could include, but not limited to practice within the areas of fine art, interactive arts, graphics communication, photography/lens-based media, fashion/textile design, three-dimensional design, and Media.



<b>Creative process</b>	Term used to describe the essential steps for the development of ideas.
<b>Critical</b>	<p><b>Critical thinking:</b> the objective analysis and evaluation of an issue in order to form a judgement.</p> <p><b>Critical reflection:</b> a purposeful activity for making considered changes and improvements to practice, knowledge and meanings made from learning</p> <p><b>Critical analysis:</b> an expression of the writer's opinion or evaluation responding to, interpreting meaning, and making judgements about specific creative practice.</p> <p><b>Critical evaluation:</b> a piece of writing and/or recording using appropriate language to look at the project as a whole and discuss its successes and weaknesses, thereby helping others to understand to what extent the initial aims were achieved.</p>
<b>Describe</b>	Defines, explains the topic or activity giving detailed information.
<b>Demonstrate</b>	To make evident the application and ability of skills, or the understanding of knowledge.
<b>Depth</b>	The extent to which specific topics are focused upon, amplified and explored.
<b>Develop</b>	To identify and build on an idea.
<b>Developed</b>	Advanced or elaborated to a specified degree.
<b>Differentiate</b>	Identifies the differences between two or more things.
<b>Disciplines</b>	Could include but are not limited to practice within the areas of fine art, interactive arts, graphics communication, photography/lens-based media, fashion/textile design, three-dimensional design, and Media.
<b>End of Unit Evaluation</b>	<p>This feedback from you will allow us to gauge the success of the project/stage from the students' point of view.</p> <p>You will be asked to complete the evaluation form giving your opinions after you have completed it the stage/project.</p>
<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and / or similarities and differences; judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment; apply current research or theories to support the evaluation when applicable.
<b>Exceptional</b>	Unusually good; outstanding.
<b>Experimentation</b>	Trial of different methods and techniques.
<b>Formative assessment</b>	A form of assessment that refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

<b>Indicative</b>	Serving as a sign or indication of something. 'Indicative content' in this sense refers to suggested activities, processes and themes for exploration within the curriculum.
<b>Innovation</b>	A new (to the student) and different approach discovered and developed by the student and applied to their work that influences meaning and presentation in a positive way.
<b>Interim assessment</b>	Ongoing assessment that can take place prior to formative or summative assessment.  Used to evaluate where students are in their learning progress and determine whether they are on track to performing well on future assessments
<b>Internal Moderation</b>	A process of ensuring the maintenance of standards, consistency of marking and fairness to students across all specialisms within the qualification.
<b>Internal Verification</b>	The process of ensuring that everyone who assesses a particular qualification is assessing to the same standards.
<b>Outcome</b>	Creative products or an end result.
<b>Plan</b>	A detailed proposal for doing or achieving something.
<b>Practical skills</b>	Skills performed by hand or with human intervention using equipment, tools or technology requiring guidance, force or movement.
<b>Presentation</b>	How work is organised, showed or explained to an audience.
<b>Private study / self-directed study</b>	This is time during your normal working week which you should use to develop the understanding and skills that you have been introduced to during your contact hours.
<b>Problem solving</b>	The process of finding solutions to complex and non- routine problems.
<b>Production</b>	The process of transforming tangible inputs (e.g. materials) and intangible inputs (e.g. ideas) into a creative product or end result.
<b>Project</b>	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review.
<b>Range of</b>	A variety, an assortment, a spread.
<b>Recognition of Prior Learning (RPL)</b>	Assessment of prior learning that has occurred in any of a range of contexts including school, college and university, and/or through life and work experiences.  Once recognised through this process, prior learning can be used to gain credit or exemption for qualifications and/or personal and career development.
<b>Reflection</b>	Considers own actions, experiences or learning and the implications of this for their practice and/or professional development. This allows students to reflect on their own skills and knowledge and use that to progress or make improvements. skills and development and make suggestions for their own development.

<b>Relate</b>	To link or make a connection.
<b>Relevant</b>	Closely connected or appropriate to what is being done or considered.
<b>Research</b>	Identify and collect data or information about a subject and present it in a codified or structured form. Research does not imply any analysis of the data collected, although that may be implied by the context. Research does not imply any judgement about the data collected but may well be combined with related verbs (analyse, evaluate) to ensure that these actions take place.
<b>Solve</b>	Find an answer to, explanation for, or means of dealing with a problem, mystery etc. At this level students are expected to draw on their practical, theoretical or technical knowledge to address/inform actions and problems in a range of contexts and situations. Problems are expected to be complex and non-routine but well- defined.
<b>Solution</b>	A particular instance or method of solving; an explanation or answer to an identified questions or problem.
<b>Specialist practice</b>	The process whereby the student exercises individual control and reasonable responsibility over the creation, communication and presentation of creative outcomes within a chosen specialist discipline.
<b>Standardisation</b>	The process by which the centre ensures the alignment of standards for Fail, Pass, Merit and Distinction grades across the various qualification pathways.
<b>Student representative</b>	The elected member of the group who acts as a formal voice for the other students at course and University-wide meetings.
<b>Summative assessment</b>	A form of assessment used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period - typically at the end of a project, unit, course, programme, or academic year.
<b>Synoptic assessment</b>	A form of assessment which requires a student to demonstrate that they can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.
<b>Technical problems</b>	Problems that arise through the use of materials, machinery and equipment, can be traditional or digital.
<b>Theoretical problems</b>	The interrogation of ideas or the theory of a subject or area of study rather than its practical application.
<b>Tutorial</b>	An individual or small group discussion with a member of academic staff to consider academic progress or an individual discussion with a tutor to consider personal/pastoral issues.
<b>Understand</b>	Use practical, theoretical or technical understanding to address problems that are well defined but complex and non-routine
<b>Unit</b>	A unit is the term used to describe one of the subject areas that

	the course is divided into.
<b>Unit Learning Outcomes (Expectations)</b>	The learning outcomes describe what it is that you should be able to do after completing the particular task. They are written into the course specifications and project briefs.
<b>Various</b>	Of different kinds, several, many.
<b>Visual language</b>	The language of visual communication, expressed through its formal elements (e.g. line, shape, form tone, texture, pattern, colour) to produce images and objects that embody meanings, messages, feelings and ideas.
<b>Walkthrough</b>	The act of talking students step by step through an example assessment experience such as a project or assignment.

